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AUTHOR Burch, Barbara G.; James, Terry
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ABSTRACT

A description is given of a model teacher preparation program under development at Memphis State University, Memphis, Tennessee. The model emphasizes more intensive preparation of prospective teachers in their teaching content fields, demonstrable accountability for both knowledge and skill acquisition in the various areas of professional education, and the development and implementation of a comprehensive field experience program correlated with the student's academic program and consistent with the expectations and needs of beginning teachers. This alternative model for teacher preparation requires an extended five year program. The student will typically be enrolled in the College of Arts and Sciences as an undergraduate student, and during this time will also complete designated professional and field experiences in a preteaching program. During the fifth year, the student will complete an intensive program of professional studies and an extended internship experience, culuminating in a master's degree and recommendation for teacher certification. An outline of the model's curriculum is appended. (JD)

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EARLY FIELD EXPERIENCES: A COLLABORATIVE MODEL FOR INDUCTION, MENTORING, AND INTEGRATION OF THEORY AND PRACTICE

Presenters:

Barbara G. Burch, Associate Dean
College of Education
Memphis State University

Terry James, Director
Professional Laboratory Experiences
Memphis State University

Currently and for the past several years, the College of Education at Memphis State University has been actively engaged in major revision designed to improve the quality of teacher preparation. One of the changes which has been accomplished is a complete redesign of the undergraduate program that incorporates a more generic approach to the preparation of teachers. Included in this redesign was assurance of more intensive preparation of prospective teachers in their teaching content fields, demonstrable accountability for both knowledge and skill acquisition in the various areas of professional education, and the development and implementation of a comprehensive field experiences program that is correlated with the student's academic program and which is also consistent with the expectations and needs of beginning teachers.

A second major thrust in our College of Education which will be operational in the summer of 1985, is the implementation of an alternative model for teacher preparation that requires an extended five year preparation period. In this model the student will typically be enrolled in the College of Arts and Sciences as an undergraduate student, during which time he will also complete designated professional and field experiences in a preteaching program. During the fifth year, the student will complete an intensive program of professional studies and an extended internship experience, culminating in a master's degree and recommendation for teacher certification.

One of the most perplexing problems encountered in developing these two different teacher preparation programs is the inclusion of a comprehensive and fully integrated field experiences program which is well articulated with the academic components of the students' programs. We have attempted to design our field experiences program in a way that is consistent with practitioner needs and that also fully utilizes the expertise and resources available from the "master" classroom teacher. In the revisions currently being undertaken, we are also attempting to develop the field experiences program so that it is appropriate for students in either a traditional four year preparation program or an extended five year program. The model being developed specifies outcomes and experiences which can be clearly communicated to everyone in the process - students, classroom teachers, school administrators, and university faculty - and requires collaborative participation by both university faculty and K-12 practitioners in preparing teachers for entry into the profession. It will also be possible through this program to draw on the expertise of master teachers who will serve as mentors to preservice teachers, influencing them in their professional development.

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The development of the model referenced herein is being accomplished through the use of outstanding classroom teachers in the local school systems served by this College of Education. Other members of the development team are selected university faculty, teachers who have been selected and recognized as being master teachers, and preservice students. Also included in this cooperative effort are representatives from the local teacher education association who are committed to facilitating the successful implementation of the program.

The early field experiences program model which is being implemented may be characterized by the following descriptors:

1. Developed through a collaborative process involving both university faculty and practicing classroom teachers;

2. Designed to meet the needs of students being prepared in both a traditional four year program model or an alternative extended program model;

3. Allows for integration of campus based academic preparation in both teaching content fields and professional studies;

4. Provides opportunities for both professional studies faculty and faculty from the academic disciplines to be involved with classroom teachers in working with students involved in field experiences at different levels;

5. Ensures that all students have an opportunity to acquire broad perspectives about schooling, teaching and learning and to simultaneiously have experiences in their selected areas of teaching specialization;

6. Utilizes the classroom teacher as a full partner with university faculty in the professional induction process;

7. Allows students meaningful opportunities to influence their career decision making relative to the field of education;

8. Assures a more sequential, systematic, and meaningful field experience program for all students;

9. Ensures the identification and inclusion of field experiences which are relevant to practitioner needs;

10. Elevates the status of field experiences as an essential and fully integrated part of a formal program of studies;

11. Facilitates implementation through the early and continuous involvement of all parties affected;

12. Provides practicing classroom teachers with the opportunity to contribute to the professional development of inductees into the profession and thereby increase their opportunities for advancement as career teachers;

13. Includes clearly defined outcomes which are understood by all participants in the process including students, classroom teachers, school administrators, and university faculty; and

14. Provides a mechanism to ensure more effective control over the quality and nature of experiences in which each student will engage.

The program of professional studies to be taken by teacher education students is presented on the attached Figure 1. A brief overview of the field experience component is also given. Also attached in Figure 2 are the changes make in the professional studies core for teachers after 18 months of implementation and evaluation.

This program is based on a professional studies core which includes those competencies normally found in successful teachers. The program is designed to insure that the student acquires reasonable proficiency in each of the specified competencies. The experiences included in the model were derived from five sources. These included the study of the literature on early field experiences and the process of inducting beginners into the profession of teaching; a review of the components included in exemplary field experiences programs currently operational in selected teacher preparation programs; a student of our own teacher preparation curriculum to determine the types of field experiences needed to relate to the world of practice; an analysis of career teacher expectations to determine those field experiences most supportive of good teaching practices; and consideration of the professional judgements of both the teacher education faculty and practicing administrators and classroom teachers.

B.S.Ed. PROGRAM DESIGN

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CERTIFICATED PROGRAMS (K-12)
45 semester hours
4

ORIGINAL (Figure I)

GENERAL EDUCATION
PHYSICAL EDUCATION
(Pre-Professional studies)

REVISED (Figure 2)

PROFESSIONAL STUDIES CORE — LEVEL I

EDUC 2500	Diverse Learning Environments	1
EDUC 2600	Human Development and Learning Theory	3
EDUC 3000	Instructional Delivery and Management	4
EDUC 3100	Assessment and Evaluation	2
EDUC 3200	Interpersonal Skills for Educators	2

PROFESSIONAL STUDIES CORE — LEVEL I

EDUC 2600	Human Development and Learning Theory	3
EDUC 2601	Clinical Experiences I	1
EDUC 3000	Principles of Teaching	3
EDUC 3001	Clinical Experiences II	1
EDUC 3100	Assessment and Evaluation	2
EDUC 3200	Interpersonal Skills for Educators	2

12

PROFESSIONAL STUDIES CORE — LEVEL II

11

EDUC 3301 OR EDUC 3302	Child Development and Learning Theory / Adolescent Development and Learning Theory	2
EDUC 3401	Teaching the Exceptional Learner	2
EDUC 3501	Classroom Management	2
EDUC 3600	Applications of Instructional Media	3
EDUC 3701	Professional Seminar	1
EDUC 4601	Educational Foundations for Teachers	2

EDUC 3301 OR EDUC 3302	Child Development and Learning Theory / Adolescent Development and Learning Theory	2
EDUC 3401	Teaching the Exceptional Learner	2
EDUC 3501	Classroom Management	2
EDUC 3600	Applications of Instructional Media	3
EDUC 4601	Educational Foundations for Teachers	2

45-71

PROFESSIONAL PRACTICE SPECIALIZATION — LEVEL III

46-72

EDUC 4800	Advanced Professional Seminar	1
EDUC 4901	Internship for Teachers	9
Specialized professional courses		3-17
Specific Subject Endorsements		30-53

EDUC 4800	Clinical Experiences III	2
EDUC 4901	Internship for Teachers	9
Specialized professional courses		3-17
Specific Subject Endorsements		30-53

Variable

SELECTIVES

132 Total

GRADUATION

*Elective courses to be used based upon individual student needs.

Three levels of sequential field experiences exist. Each succeeding level will require more time from the teacher, but will also provide her/him with more assistance because of the entering skills and knowledge of the teacher education student.

Level of Experience	Nature of Field Experiences	Projected Nature of Teacher Involvement
Level I - Sophomore Level Field experiences related to studying diverse learning environments, life span growth & development and learning theory, basic instructional strategies, assessment and evaluation, and interpersonal skills for educators.	Observation of students/teachers in a learning environment. 1. Emphasis on physical, social, intellectual development and on how selected learning principles are used in classroom situations. 2. Observation of types of communications skills used by teachers in working with students and other teachers.	Very limited. Allow students to observe in classroom and collect data relative to the experience. Make arrangements for students to have acceptable place to observe. Hold brief discussions on what will occur in the lesson. Be available to answer brief questions at the end of the observation. Could work with 2-5 teacher education students.
Level II - Junior Level Enrolled in advanced work in learning theory & human development and classroom management. Student has been admitted to teacher education program.	Participatory & Observational. Direct experiences with students under close guidance of teacher. May tutor, assist with seatwork, group projects, library work, etc. Observation of complex teaching behavior such as management techniques.	Moderate. Provide opportunities for MSU students to work with K-12 students. Discuss with MSU students information relative to their assignments. Explain what they are to do with K-12 students. Could work with 2-4 teacher education students.
Level III Junior/Senior Level Enrolled in specialty courses in teaching methodology. Completed Level I, most of Level II and substantial work in teaching content fields.	Participatory and Observational. Plan and teach limited number of lessons under direction of the classroom teacher. Prepare special teaching aides.	Moderate. Make arrangements so MSU student can have opportunities to plan and present lessons or lesson sequences. Lessons will relate to content being normally taught. Critique student's lesson plans. Provide feedback to student. Could work with 2-3 teacher education students.
Level III - Student Teaching	Same as present	Same as present